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ABSTRACT

The origin and effects of sex stereotyping and bias is the subject of this training module. It guides trainers through the activities and lessons necessary to aid education personnel in identifying sources and effects of sex stereotyping and bias in the classroom setting and in society as a whole. Seven activities are described and materials, including eight transparency masters, four handouts, and 17 visual items, are contained within the module. Goals for the participants are the following: (1) to become aware of the socioeconomic and psychological effects of sex role stereotyping; (2) to become aware of ways in which gender bias and stereotyping are manifested in the classroom setting; and (3) to review sources and effects of gender bias/stereotyping in the media. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

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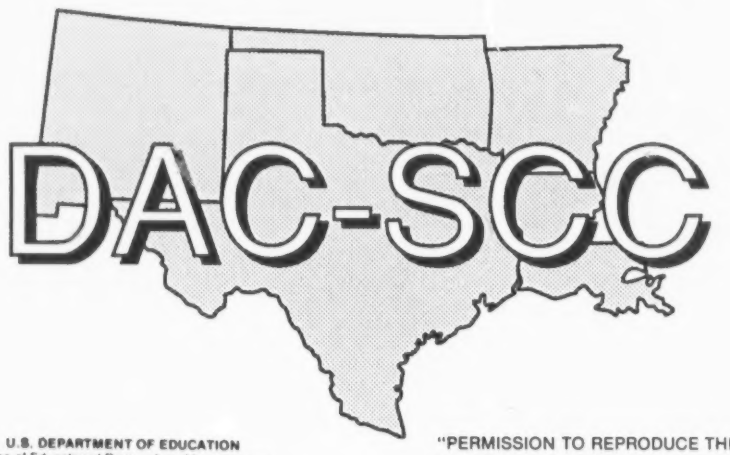
TRAINING MODULE IV

Sex Stereotyping and Bias: Their Origin and Effects



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Training Module IV: Sex Desegregation

Sex Stereotyping and Bias: Their Origin and Effects

Developed by:
Reeve Love
Multicultural Education Center
The University of New Mexico

Frank Gonzales, Ph.D.
Editor

Desegregation Assistance Center - South Central Collaborative
Gloria Zamora, Ph.D., Director

Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228
(512) 684-8180
Dr. Jose A. Cardenas, Executive Director
1988

F O R E W O R D

The Desegregation Assistance Center - South Central Collaborative of Region VI, located in San Antonio, Texas, serves the educational equity needs of school personnel, parents and students in a five-state area: Arkansas, Louisiana, Oklahoma, New Mexico, and Texas.

The technical assistance and training that our center provides focuses on the issues and problems related to race desegregation, gender equity and national origin desegregation. This task is great, the needs are diverse, and the geographic area is extensive. Thus, we are pleased to have developed twelve technical assistance and training modules (four in each equity area) that are intended to build the capacity of school personnel to address their own needs.

We wish to acknowledge the excellent collaboration and contributions of our satellite center at the University of New Mexico-Albuquerque, in the development of these modules.

Each module is complete with objectives, pre/post-tests, activities to help participants meet each objective, readings, handouts, and transparency masters. The modules have undergone a rigorous review process by experts in each state in our service area. Their comments and contributions have been carefully incorporated into the final modules. The modules are:

<u>Technical Assistance Modules</u>

Federal Statutes and Directives Regarding National Origin Students

Federal Statutes and Directives Regarding Title IX Compliance

Civil Rights Compliance: An Update

<u>Training Modules</u>

I First and Second Language Acquisition Processes

II Integrating the ESL Student into the Content Area Classroom

III Recognizing Cultural Differences in the Classroom

IV Sex Stereotyping and Bias: Their Origin and Effects

V Modeling Equitable Behavior in the Classroom

VI Avoiding Sex Bias in Counseling

VII Equity in Counseling and Advising Students: Keeping Options Open

VIII Interpersonal Communications: A Human Relations Practicum

IX It's a Matter of Race: Race Relations in the Desegregated Setting

We have attempted to bring you the most up-to-date information in these modules. They are available individually ($7.50 each) or as an entire series ($75.00). A "Trainer of Trainers" session can also be arranged to enhance the capacity of your own personnel to use these modules effectively.

Breaking down the barriers to equal educational opportunity is a critical step towards educational excellence, equity and empowerment for all students. We hope these modules will expedite that effort.

Gloria Zamora, Ph.D.
Director, DAC-SCC

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Sex Stereotyping and Bias: Their Origin and Effects

Summary: This module will assist participants in identifying sources and effects of sex stereotyping and bias, in the classroom setting and in society as a whole.

Length of session: 3 hours

Objectives:

1. Participants will become aware of the socioeconomic and psychological effects of sex role stereotyping.
2. Participants will become aware of ways in which gender bias and stereotyping are manifested in the classroom setting.
3. Participants will review sources and effects of gender bias/stereotyping in the media.

Overview of Session:

Time	Objective	Activity	Materials
15 minutes		Warm-up	Handout 1
5 minutes		Pre-test (optional)	Pre-test
35 minutes	Objective 1	Lecturette	Transparencies (1-5) Handouts (2-3)
35 minutes	Objective 2	Lecturette	Transparencies (7-8) Handout 4
15 minutes		Break	
55 minutes	Objective 3	Lecturette	Visuals (1-17)
10 minutes	Closure		
5 minutes		Post-test (optional)	Post-test
5 minutes		Evaluation	

Warm-up:

Time: 15 minutes

Materials:

Handout 1. Open-Ended Questions

Tell the participants that this exercise is designed to help them get acquainted and to begin to examine some of the attitudes that they have acquired regarding men and women, our personal and professional characteristics, and our interactions with one another. Divide them into small groups of four to six that are as gender-balanced as possible.

Distribute Handout 1 and ask the participants, in their small groups, to have each person, in turn, complete each of the open-ended sentences on the handout.

Have each small group share its results with the larger group after all members have had the opportunity to complete all the sentences.

Process the experience in the larger group. Some possible questions to explore are:

1. How did you feel about participating in this exercise?

2. Were you honest? When? What were you feeling or thinking at the time?

3. Did you notice any patterns or differences in male/female responses in your group? If so, what? How do you feel about this?

4. Were there any surprises in your group's responses? If so, what?

Point out that some of our automatic responses come from unexamined attitudes and/or learned behaviors that promote stereotypes of women and men, and hold us back from seeing each other as individuals and trusting one another.

Pre-test (optional)

Time: 5 minutes

Materials:

Pre/Post-test

Administer the pre-test to the participants. Provide the correct responses from the answer key below.

Pre/Post-test Answer Key

1. False - Sex discrimination is prohibited by law: biased behaviors are unconscious, generally well-intended, and do not hurt until patterns are created that reinforce stereotypes of women or men.

2. False - The average annual salary of an airplane mechanic is slightly higher than that of a flight attendant. Most airplane mechanics are men; most flight attendants are still women.

3. True - Within a few years after divorce, the death rate for men is three times the death rate for women.

4. True - The percentage of girls and women in textbooks declines steadily by grade level, so that fewer adult female role models are presented.

5. True - Studies have shown that both elementary school and college students associate the terms "cave man" or "early man" with men only; terms such as "cave people" or "early civilization" are associated with gender -- balanced social groupings.

6. False - Boys restrict their interests and activities to those perceived as "masculine" as early as kindergarten, while girls move into those patterns perceived as "feminine" more gradually, over a period of several additional years. Further, when boys learn stereotyped behavior, there is a better chance that it will stay with them throughout their lives.

7. True - In 1984, the Federal Communications Commission removed all restrictions regarding the number of commercial minutes that can be aired in a given time period.

8. True - Women's bodies, or parts thereof, are used to sell a majority of products being advertised.

Pre/Post-test

Name _____ Date _____

Circle the appropriate answer to each statement.

True False 1. Behaviors constituting sex bias generally are prohibited by law.

True False 2. The average annual salary of a flight attendant is higher than that of an airplane mechanic.

True False 3. Within a few years following divorce, the death rate for men is higher than the death rate for women.

True False 4. The percentage of female characters in elementary school texts tends to decline by grade level.

True False 5. Use of the generic "he" constitutes a form of bias in textbooks and other materials.

True False 6. Women, as adults, are more likely to maintain the gender-stereotyped behavior that they have learned in childhood than are men.

True False 7. There is presently no limit as to the number of commercial minutes that may be aired by a television station during a given time period.

True False 8. The objectification and commercialization of women's bodies constitutes a major theme of American advertising.

Objective 1: Participants will become aware of the socio- economic and psychological effects of sex role stereotyping.

Time: 35 minutes

Materials:

Transparencies:

1. Sex Discrimination/Sex Bias
2. Three Goals of Gender Equity
3. Title IX, Education Amendments of 1974; Title II, Education Amendments of 1976
4. Average Annual Salaries
5. Salary Graph
6. The Hazards of "Being a Man"

Handouts:

2. The Working World
3. Learning to "Be a Man"

Lecturette:

Ask the participants, "How many of you have ever lived, or are presently living, with a member of the opposite sex?" While people are sneaking glances around the room to see what personal secrets are in the process of being revealed, add, "Parents and siblings count." Under most circumstances, all the hands in the room go up. Then ask, "How many of you have ever heard someone say, 'I'll never understand women,' or, 'I'll never understand men -- I just can't figure them out'?" Typically, most of the hands go up again. Then ask the question, "Is it not indeed strange that we could live in the same household, under the same roof, with one of "them" -- whichever the other sex may be -- and know as little about their thoughts, feelings, and motivations as we would about those of a being from another planet?" This is indeed strange, and as long as this level of misunderstanding exists, regardless of the legislation that is passed and regardless of the programs that are created to promote gender equity, inequities will continue to exist on both sides.

(Display Transparency 1)

Amanda Mackay Smith, former Equal Vocational Opportunity Coordinator for the State of North Carolina and originator of the exercise we've just gone through, makes an important distinction between sex discrimination and sex bias: sex discrimination is a behavior that is so bad that it hurts if it happens only once, and there is a close correlation with illegality -- these behaviors are the ones that have resulted in legislation specifically designed to remediate gross inequities. Biased behavior, on the other hand, comprises "unconscious, well-intended behaviors" that in themselves are trivial and generally favorable -- they do not hurt if they happen only once, but they do hurt if there is a pattern

that serves to reinforce stereotypes of either women or men and promote distrust between us.

(Display Transparency 2)

Smith outlines three basic goals that have evolved in the quest for gender equity. In our initial efforts to remedy past inequity following the passage of Title IX of the Education Amendments of 1972, we assumed equality as the primary goal. Equality, unfortunately, does not work very well, because if this were your primary goal you would have to be satisfied if things were equally bad for everyone. This leads into pitting boys against girls, women against men, and playing "Who's hurt worst" -- and all the evidence indicates that the gender bias and stereotyping endemic to our society hurt both sexes equally deeply, although in different ways, as this presentation will point out.

Our second goal was the elimination of bias and the development of the "healthy individual," of whichever sex. This is certainly a worthwhile goal, and one that tends to work better, but taken alone it tends to promote the sometimes selfish individuality of the "me generation" and to mitigate against the sense of community that is essential for us to develop if the human race and the planet are to survive together.

The third and major goal, then, needs to be the building of trust between the sexes, and people basically accept this goal -- we all like the idea that men and women can and should be partners and friends. This goal also includes the other two -- you can trust only your equal, and you can allow someone else to be independent only if you trust them. The sense that you can't trust what you can't control is taught very early, as evidenced in the nursery rhyme:

"Peter, Peter, pumpkin eater
Had a wife and couldn't keep her.
He put her in a pumpkin shell
And there he kept her very well."

In the course of this presentation we will be looking at sources of stereotyping and distrust in the school setting and in the visual media; I urge you also to think about nursery rhymes, fairy tales, other children's literature, popular music, and all the other areas of our society, culture, and environment in which this stereotyping and this divisiveness may be manifested.

(Display Transparency 3)

The first efforts in the area of gender equity, such as the passage of Title IX of the 1972 Education Amendments and Title II of the Education Amendments of 1976, dealing specifically with vocational education, were efforts to remediate past discrimination. Remember that discrimination is behavior that is so bad that it hurts if it happens only once, and that is made illegal under legislation such as Title IX and Title II. This legislation comes out

of a place of dealing with results -- people are already in trouble, and we have to look at where they are and attempt to apply appropriate remedies.

Women were the first to call attention to their economic bottom line, because in this society men control the sources of, and the access to, power. The economic issues are very far from resolved, but in the 16 years that have gone by since the passage of Title IX men have come to an increasing understanding of the ways in which they, too, are hurt. Men are affected less by discrimination than by bias. Remember that bias is that accumulation of unconscious, often well-intended behaviors that promote stereotypes damaging to human growth and personal autonomy. In the case of men, as we will see, some of these stereotypes are actually life-threatening. So let's look at where people are now, and while acknowledging that discrimination still exists, let's address some of the more subtle issues of bias.

(Distribute Handout 1 and have participants label the occupations M or F)

Now let's attach salaries to these jobs. The salaries are from the 1984-85 Occupational Outlook Handbook published by the U.S. Department of Labor. These figures represent the average salaries based on 1982-1983 surveys.

(Display Transparency 4)

Focus participants' attention on the average annual salaries for the professions listed. Explain that annual salaries may have increased within recent years; however, the ratios between the professions have remained about the same.

(Display Transparency 5)

Emphasize that the lines on the graph do not intersect at any point (i.e., the lowest paid "men's job" still pays more than the very highest paid "women's job" and that the highest paid "men's jobs" blow the top out of the graph. Men typically do not suffer in an economic sense. In spite of legislation to correct this inequity, women do not earn salaries equal to men's, generally speaking. While the economic costs of sex stereotyping and bias are high for women, the physical and emotional costs may be just as high for men.

(Distribute Handout 3)

Read Leon's story and have participants check the statements they feel are true. Emphasize that internalizing any of these statements as true can be physically and/or emotionally destructive, as indicated by the following statistics.

(Display Transparency 6)

1. The annual death rate for cancer is nearly 1-1/2 times higher for men.

2. Death rates from heart disease are twice as high in men as in women.

3. The ratio of ulcers in men versus women is two to one.

4. Within a few years of divorce, the divorced men's death rate is three times the rate for divorced women.

5. Men are four times more likely than women to be the victims of murder.

6. The rate of successful suicides is three times as high for men as for women.

7. Men are the victims of on-the-job accidents at a rate which is at least six times higher than that for women.

8. Men are thirteen times more likely to be arrested for drunkenness than women.

In short, men in the United States can expect to live an average of eight years less than women. For many, "being a man" is a high-stress lifestyle which places unreasonable demands on relationships, health, and happiness.

Sources:

Bingham, Mindy, Edmondson, Judy, & Stryker, Sandy. Choices: A Teen Woman's Journal for Self-awareness and Personal Planning. Santa Barbara, CA: Advocacy Press, 1984.

Bingham, Mindy, Edmondson, Judy, & Stryker, Sandy. Challenges: A Young Man's Journal for Self-awareness and Personal Planning. Santa Barbara, CA: Advocacy Press, 1984.

Objective 2: Participants will become aware of ways in which gender bias/stereotyping are manifested in the classroom setting.

Time: 35 minutes

Materials:

Transparencies:

7. Images of Males and Females in Elementary School Texts
8. Forms of Bias in Texts and Instructional Materials

Handout:

4. Forms of Bias in Texts and Instructional Materials

Lecturette:

We've looked at the physical, emotional, and socioeconomic bottom lines of sex stereotyping and bias. Where does this bias come from, and how is it transmitted? First, let's focus on forms of stereotyping and bias that manifest themselves in the school setting. In 1975, Lenore Weitzman and Diane Rizzo, of the University of California at Davis, looked at how stereotyping and bias were perpetuated in curricular materials. What Weitzman and Rizzo did was to look at the textbooks that actually were in use, or were on the state-adopted list, in California at that time for grades 1 through 6 in the areas of science, math, reading, spelling, and social studies. Basically, they looked at the characters presented by gender, by ethnicity, by age, and by what they were doing and how they were depicted.

(Display Transparency 7)

One of the things they found was that the percentage of girls and women in the texts declined steadily by grade level, so that there were fewer adult female role models, and that minority women were almost non-existent in this textbook world. Of the texts examined, the social studies series were the best in terms of both multiculturality and sex fairness. In the science series, boys controlled the action, demonstrated the various scientific principles, and generally made things move, while girls were depicted as observers. Many girls and women were portrayed as mathematically incompetent in the math series, while the spelling series was so misogynist as to be almost unbelievable -- e.g., male consonants pushed female vowels out of the picture in order to form contractions.

A major theme that Weitzman and Rizzo identified throughout the series was the presentation of boys in active, energetic roles, while girls frequently were shown "watching and waiting." Illustrations of girls watching out the window for someone -- probably male -- to come home, or watching a male newscaster on television were typical, and one little girl was shown watching the clothes spin around in an old-fashioned washing machine. While this

promotes a dysfunctional ideal of passivity on the part of young women, it also encourages young men into a positive frenzy of hyperactivity -- leading both to discipline problems for boys in the classroom and to a higher incidence of stress-related diseases for men in later life. Concomitantly, adult men were shown in the California texts in a variety of roles, while most of the women were presented as homemakers, or as teachers, librarians, and nurses should they venture forth into the world of work. This, combined with an unhealthy emphasis on primping and "looking good" for girls and women, leads to the reinforcement of what Amanda Smith has identified as the primary messages transmitted to men and women in this society: for men, all that matters is whether they produce or not; for women, all that matters is looking good.

Myra and David Sadker, of the American University in Washington, D.C., also are among the foremost national authorities on gender equity. They are the authors of Sex Equity Handbook for Schools, a book which presents an extremely significant model of the forms of gender bias in texts and instructional materials. This model is particularly important because it also can be used to look at racial/ethnic bias in curricular materials, as well as both gender and ethnic bias in classroom interactions.

(Display Transparency 8 and distribute Handout 4)

INVISIBILITY

In invisibility, women and members of minority groups are underrepresented in curricular materials, in the text and/or the illustrations. This implies that these people have less value, importance, and significance in our society as a whole. The existence of this problem is borne out by Weitzman's and Rizzo's findings, as discussed. In the classroom, invisibility manifests itself in the teacher's calling less frequently upon some students than upon others, or tending to select the same students for special privileges, to the exclusion of others. Patterns involving gender and ethnicity generally can be discerned here, and the tendency toward female invisibility often is underscored by bulletin boards and other displays which frequently omit women entirely.

STEREOTYPING

Stereotyping involves the assignment of traditional and rigid roles or attributes to a group, whether by gender or by ethnicity. This limits the abilities and potential of a particular group and denies students a knowledge of the diversity, complexity, and variation within that group. Children who see themselves, or members of their own gender or ethnic group, portrayed only in stereotypic ways may internalize these stereotypes and fail to develop their own unique abilities and interests, or their full individual potential. For example, Weitzman's and Rizzo's findings on the California texts would indicate that these texts' portrayal of women as homemakers or as workers within a small number of lower-paid occupational clusters might limit the career aspirations of female students. In the classroom setting, teachers often reward boys for active, assertive, curious behavior, while rewarding girls for appreciative, dependable,

and considerate behavior. When these stereotyped teacher expectations are reinforced by stereotypes from curricular materials and other sources, children receive more messages of "appropriate" sex role behavior; and many learn to limit their careers and capabilities in order to fit these stereotyped roles.

IMBALANCE/SELECTIVITY

Imbalance/selectivity perpetuates bias by presenting only one interpretation of an issue, a situation, or a group of people. This restricts the knowledge of students regarding the various perspectives that might be brought to bear upon a particular situation. Through the selective presentation of materials, textbooks distort reality and ignore complex and differing viewpoints. Millions of students have been given limited perspectives concerning the contributions, struggles, and participation of certain groups in our society, to say nothing of being given a view of national and world history that is chauvinistic in the extreme. Classic examples in this area include descriptions of a western migration of Euroamericans across a "vast and empty land" that in actuality was the home of a considerable variety of American Indian tribes, or the assertion that "women were given the vote" -- hardly the case in view of the fact that women previously had fought for years to attain the vote.

The educational system reflects an imbalance in compensatory educational programs. Special education programs alleviate learning problems which tend to affect boys, while generally ignoring those which impede girls' learning. Therefore, although there are special education programs for reading and emotional learning problems, there are few special programs in spatial relations and mathematics. Compensatory education programs reflect sex bias in the selection of the type of learning problems to be recognized and remedied, and this imbalance works to the disadvantage of female students.

UNREALITY

Unreality is a form of bias in which textbooks or other curricular materials present an unrealistic view of our history and our contemporary life experience. Controversial topics are glossed over, and discussions of discrimination and prejudice avoided, thus depriving students of the information they need in order to recognize, understand, and perhaps ultimately solve the problems that continue to plague our society. Examples of this include the failure to discuss the reality of institutional sexism and racism, the hesitance to include such topics as reproductive rights in discussions of women's issues, and the elimination of such events as the incarceration of Japanese Americans in concentration camps in most accounts of our nation's history.

In spite of the many sources of sex and ethnic bias in classroom interaction, most teachers and teacher educators are unaware of their own roles in promoting educational inequality. In order to overcome this unrealistic approach to issues of bias in the classroom, educators should be made aware of the sources and impact of biased interactions, and activities should be provided for all students that will prepare them for the reality of their future lives.

FRAGMENTATION/ISOLATION

In fragmentation/isolation, issues relating to minorities and/or women are separated from the main body of the text, thus implying that these issues are less important than, and not a part of, the cultural mainstream. This usually is done under pressure to incorporate such issues, but with an unwillingness actually to integrate them fully into the text (and thus incur additional publication costs), resulting in those wonderful little boxes on the side or at the bottom of the page that extol the virtues of A Famous Black American, A Famous Native American, A Famous Woman, etc., etc. By arbitrarily separating boys and girls in classroom procedures such as lining up, the formation of work groups, and the organization of recreational activities, teachers promote the fragmentation and artificial isolation of the sexes.

LINGUISTIC BIAS

Linguistic bias occurs in curricular materials that reflect the discriminatory nature of our language. Masculine terms and masculine pronouns, ranging from "our forefathers" to the generic "he," deny the participation of women in our history and our contemporary society, while occupations such as "policeman" or "mailman" or "chairman" are given masculine labels that deny the legitimacy of women working in these fields or serving in these positions. Lack of parallel terms that refer to women and men (e.g., "man and wife," "Mr. Ramirez and his secretary") are also forms of linguistic bias, as is the consistent placing of the terms referring to men in first position when both terms are used.

The same forms of language bias which emerge in instructional materials also may emerge, of course, in the language of the classroom. This has been one of the most bitterly disputed of the issues relating to gender equity, as those who would defend sexist language attack what they consider to be violations of grammatical or rhetorical integrity. ("Chairwoman sounds ridiculous"; "Don't call me 'Chair' -- I'm not a piece of furniture"; "Putting he/she or s/he all through the narrative ruins its flow"), but studies have shown that the generic "he," for example, is not interpreted to refer to all of humanity. First grade students in a California study, when asked to draw "cavemen," drew precisely that -- men; when asked to draw "cavepeople," they produced likenesses not only of cavemen, but of cavewomen, cavebabies, cavegrandmas, cavegrandpas -- in short, the whole spectrum of the human family. A similar study done with college students asked to illustrate a chapter of a proposed anthropology text produced much the same findings. So I would urge you not to discount the importance of this issue as it relates to students' self-concepts and feelings of belonging.

The effects of bias and stereotyping in the educational setting are harmful to female and male students alike. Girls experience the loss of academic potential -- for example, girls begin speaking, reading, and counting sooner than boys, and in the early grades are better at math than their male peers, but

their performance on ability tests begins to decline in high school. The failure to take sufficient coursework in math and science is the single most critical factor that closes doors to higher paying careers; but many young women, despite having been told repeatedly that Cinderella is dead, still may not believe that they actually need careers.

Girls also suffer from a loss of self-esteem as they progress through school -- an early study indicated that both female and male college students felt that those characteristics typically, or stereotypically, associated with masculinity were more valuable than those associated with femininity. The Broverman rating scales for "normal" men and women and for "healthy adults," tested on both male and female psychologists, revealed that these persons' ratings for "healthy, mature adult men" were very similar to those for "healthy adults with sex unspecified," while the "healthy, mature, adult women" differed from both men and adults of unspecified sex. In essence, the psychologists of both sexes believed that dependency, passivity, and submissiveness were normal characteristics of healthy, mature women, but not of their male counterparts nor of healthy adults in general.

Finally, girls experience a loss of occupational potential, as their visions of possible occupations are much more limited than those held by boys. By the fourth grade, girls see their occupational choices as basically four: teacher, nurse, secretary, and mother, while boys keep their options open and consider a wider and more exciting variety of careers, including astronaut, rock star, and President, as well as many more realistic choices.

Boys, however, also suffer from loss of both personality and work options -- they become aware earlier of what is expected of them as boys and what will be expected of them as men, and restrict their interests and activities accordingly as early as kindergarten, while girls move into those patterns perceived as "feminine" much more gradually. Further, one early study indicated that when boys learn stereotyped behavior there is a 20 percent better chance that it will stay with them throughout their lives.

Boys also may suffer loss of academic potential -- while girls typically adopt passive postures of non-learning, boys tend to act out. They are the maladjusted ones -- the truants and the delinquents, and they tend to consider it a proof of masculinity not to care what their teachers think and to see what they can get away with. They have almost four times as many reading problems as girls, and they are over sixty percent more likely to repeat grades.

Some of the greatest losses for boys lie in the socioemotional area. The entire realm of emotional expression tends to be reserved for girls and women, and boys generally are not prepared for becoming parents, both because they are not socialized to be daddies as girls are to be mommies, and because they often do not have good role models because their own fathers are at work most of the time or out of the picture altogether. They usually receive more negative messages about what boys and men do not do, such as crying, playing with

dolls, or socializing with girls, than positive ones about expressing themselves fully as members of the male sex.

Sources:

Sadker, Myra P., & Sadker, David M. Sex Equity Handbook for Schools. New York: Longman, Inc., 1982.

Weitzman, Lenore, & Rizzo, Diane. Images of Males and Females in Elementary School Texts. Davis: The University of California, 1975. (Slide-tape presentation)

Break: 15 minutes

Objective 3: Participants will review sources and effects of gender bias/stereotyping in the media.

Time: 55 minutes

Materials:

Visuals:

1. Women as Decorative Objects
2. Women as Incompetent Individuals
3. Women as Servers of Others
4. Men as Rugged Individualists
5. Men as Masters of Powerful Machines
6. Women as Physically Submissive to Men
7. Women Behaving Seductively in Inappropriate Situations
8. Parts of Women's Bodies
9. Women Must Be Physically/Psychologically Pleasing to Men
10. Women Must Show No Signs of Aging
11. Sex Sells Everything
12. Graphic Phallic Symbolism
13. Slightly More Subtle Phallic Symbolism
14. Women as Physically Active
15. Men as Beasts
16. Men as Mythological Beings
17. Men as Total Sex Objects

Assorted magazines, posterboard, scissors, and gluesticks

Lecturette:

If gender stereotyping and bias show up consistently in our classrooms, they run rampant throughout our mass media. Children's television is one case in point. A rather interesting thing happened to television in 1984. The Federal Communications Commission allowed TV stations to air as many commercial minutes within a given time period as they pleased, thus opening the door to what since has manifested itself as the program-length commercial. He-Man was the first character, and product, to take advantage of this development, soon followed by already existing licensed characters such as the Smurfs and Strawberry Shortcake and relative newcomers like Care Bears, Gummi Bears, My Little Ponies, Ewoks, and Droids. The purpose of the shows starring these characters is to sell the plethora of products featuring them, and it is interesting to note that all the characters come in teams or sets. What self-respecting kid would want only one Care Bear, or one Master of the Universe? They also come with a vast array of accessories and accoutrements that are frequently mind-boggling in their sheer superfluity. My Little Pony, for example, sleeps in his/her own bed.

Aside from the rather staggering commercialism of all this and the utter banality of shows and specials featuring licensed characters, the same kind of

stereotyping is found on children's television that Weitzman and Rizzo found in the textbooks they examined. As analyzed by Tom Engelhardt in a 1986 article, entitled "Saturday Morning Fever: The Hard Sell Takeover of Kids' TV," the boys' shows are endless spectacles of hyperactivity and ritualistic violence, conveying, perhaps more than any other message, the idea that problems are best, or most efficiently, solved by violent means.

The characters on the shows aimed at girls are sappy, sweet creatures who live a passive existence in magical happylands until some crisis disturbs this mindless happiness -- and, as Engelhardt points out, the happylands are presented initially as so sickeningly cloying that "...a viewing adult almost yearns for the Incredible Hulk or Skeletor or the Monster Minds to land in their midst and tear the place to bits." A primary message here is that various of the little emotionally specialized characters, such as Tenderheart Bear, must intervene in our lives in order to correct our inability to feel and love -- a message rather akin to the "Sleeping Beauty" script or the "Watching and Waiting" theme that Weitzman and Rizzo identified in textbooks.

If these are the messages of children's television, what messages do adults take in through the media that surround us? "Still Killing Us Softly," a film on the image of women in advertising based on the research of Jean Kilbourne, explores the relationship of media images to problems endemic to our society, such as the channeling of women and men into traditional roles and occupations, economic discrimination against women, pornography, sexual harassment, sexual abuse of children, rape and other forms of violence against women, teenage pregnancy, and eating disorders.

As Kilbourne points out, advertising constitutes a $100 billion-a-year industry that preys on our fears and insecurities, while selling values, images, and concepts of success, worth, love, and sexuality. The influence of advertising is all-pervasive, and most of it is unconscious.

Foremost among the images of women presented in advertising is that of women as decorative objects. The ideal of feminine beauty in our society is airbrushed and flawless -- a look that only can be achieved artificially, and the female body becomes, in essence, an object.

(Display Visual 1)

Through ads such as this one, we learn, cumulatively, that a woman is just another piece of merchandise, as women's bodies and products are basically interchangeable.

Concomitantly, women are portrayed in advertising as having only minimal to moderate mental equipment, from the "typical" housewife waxing ecstatic over Pine-Sol to the woman in this ad, cast in the non-traditional role of architect but still depicted as financially incompetent.

(Display Visual 2)

Despite the fact that a career as an architect mandates an extensive background in mathematics, this advertisement continues to promote the stereotype of women as having little innate ability in the areas of math and science. We know that many women still buy into this stereotype, and we also know, as mentioned earlier, that the failure to acquire sufficient academic background in these two areas is the single most critical filter that keeps people out of the higher-paying positions and careers in this society.

Another image presented in the ads is that of women as servers of others.

(Display Visual 3)

This advertisement presents the female employee in a clearly subordinate position, beleaguered both by telephone callers and by the irate male authority figure on the other side of the opaque glass door. Her competence and stability also appear questionable, at best.

Men in ads, on the other hand, typically are presented as rugged individualists, from the quintessentially macho Marlboro man to the Army intelligence officer to the all-around "adventurer" in this advertisement.

(Display Visual 4)

In a continuing display of the hyperactivity noted by Weitzman and Rizzo and by Engelhardt, they are engaged in business, they travel, and they master large animals (usually horses), vehicles, and machines, from computers to fighter jets to gliders, all without losing their composure, blowing their cool, or wrinkling the creases in their pants.

(Display Visual 5)

When women and men get together in the advertisements, some interesting dynamics come into play. Women cling to men, ride behind them on horses or motorcycles, fade into the background of the ads, and generally are placed in physically submissive positions.

(Display Visual 6)

Finally, when men and women are portrayed together, the woman often is shown behaving in a seductive way that is totally inappropriate to the situation at hand.

(Display Visual 7)

This advertisement depicts what is apparently a business relationship, but the sun has gone down, the woman's neckline stops just short of her navel, and she is offering her male colleague a drink in a manner that strongly

suggests a sexual overture. The implication here is that all women, in addition to being decorative objects, are always sexually available, even when professional circumstances or common-sense logic would dictate otherwise. The issue of sexual harassment in the workplace is a virtually inevitable outcome of this particular message.

When women's bodies are used as objects to sell merchandise, a further step in this objectification is the use of only parts of bodies -- what might be described as the "severed limb syndrome" so prevalent in advertising for hosiery and cosmetics, among other products.

(Display Visual 8)

It may not be too far-fetched to assert that this level of objectification of the female body, coupled with the sort of visual images it produces and related to other phenomena peculiar to our culture such as the "slasher" movies, whose whole raison d'etre is the graphic depiction of the brutal murder of young women, has contributed to the appalling level of violence against women in our society today.

Hand in hand with the objectification of women's bodies and their various parts goes the assertion that something needs to be improved about each and every part. Kilbourne attributes this to a fundamental, underlying contempt in our society for all that is feminine in all of us -- for those qualities labeled feminine in men as well as in women. At any rate, what is wrong with women's bodies is, quite simply, everything. If you are a woman, according to the ads, the hair on your head can never be thick enough or strong enough, but the hair elsewhere must go. Your waist can never be small enough, your breasts large enough, or your thighs sufficiently free from cellulite, and your skin can never be golden bronze enough -- unless you were so unfortunate as to have been born golden bronze, which isn't OK either, judging from the dearth of minority women in the ads. Any body odors are, of course, taboo, and your most intimate physical and psychological concerns must be viewed primarily in terms of their effect on others -- namely, men -- as this rather incredible advertisement would have us believe.

(Display Visual 9)

Another, underlying message that hooks into the anxieties and fears that our society has instilled in women is that it is unacceptable to show any signs of aging, since men prefer younger women and since women must compete with one another both to attract men and to continue to hold their attention.

(Display Visual 10)

Obviously, all human beings ultimately fail to live up to this particular dictum, but this failure is felt much more deeply and personally by women in a society where women are viewed as products and products are designed, packaged, and promoted with planned obsolescence in mind.

A corollary to the presentation of women's bodies as products is the use of sex, or the suggestion of sex, to sell other products. This practice is probably at its most blatant in perfume advertisements, such as this one,

(Display Visual 11)

but also may be observed in ads for everything from motorcycles to bathroom fixtures.

When sexuality is not overt in advertising, it is frequently symbolic, and phallic symbolism abounds. The liquor ads typically provide some of the more graphic examples of this phenomenon,

(Display Visual 12)

and slightly more subtle variations are to be found in ads for a variety of products--

(Display Visual 13)

look at the shape of the lipstick in this advertisement, and look where it is pointing.

Recently, two new trends have emerged in advertising; one, fortunately, is the development of ads which show both women and men less stereotypically. Some of these new ads depict women as physically active and able to keep up with, or surpass, men in physical pursuits.

(Display Visual 14)

Other advertisements show men taking care of their babies, or otherwise behaving in nurturing ways.

The second trend, a rather interesting one reminiscent of the implications of the early goal of equality, identified by Smith -- that if equality were the only issue to consider, we would have to be satisfied if things were equally bad for everyone -- is toward the presentation of men, as well as women, as sex objects in ads. One aspect of this trend involves the depiction of men as animalistic, a phenomenon also noted by Kilbourne, who points out that the stereotype of an untamed beast lurking in all men is the complement to that of all women being sexually available at all times.

(Display Visual 15)

Another, opposing aspect shows men as mythological beings, or demi-gods, while still maintaining an extraordinarily high degree of human sex appeal.

(Display Visual 16)

And, finally, men may be presented, as in this advertisement, purely and simply as objects of physical desire, with overt sexual intent stated both visually and verbally.

(Display Visual 17)

A growing number of men are offended by this overall trend, and perhaps this reaction will prove to be a helpful one as we try to counteract the effects of the crippling stereotypes and potentially lethal misconceptions so deeply embedded in the ubiquitous iconography of this all-pervasive industry.

Activity:

Provide a variety of magazines for the participants' use. Divide them into small groups, and give each group several magazines. Ask the members of each group to tear out advertisements from their magazines to make a collage illustrating one of the themes discussed in the lecturette, or any other theme relating to sex stereotyping that is suggested by the advertisements they select. Have each group present its completed collage.

Sources:

Engelhardt, Tom. "Saturday Morning Fever: The Hard Sell Takeover of Kids' TV." Mother Jones, Vol. VI, No. VI (September 1986), pp. 38-48+.

Kilbourne, Jean. "Still Killing Us Softly." Cambridge, MA: Cambridge Documentary Films, Inc., 1987. (Film/videocassette)

Closure:

Time: 10 minutes

Display the completed collages around the room and allow each participant to contribute one new thing that he/she has learned as a result of participation in the workshop. Remind the group of the three goals of gender equity:

1. equality of women and men;
2. development of the "healthy individual"; and
3. building of trust between women and men.

Post-test (optional)

Time: 5 minutes

Administer the post-test to the participants.

Evaluation

Time: 5 minutes

Distribute the evaluation forms and have the participants complete them.

SEX DISCRIMINATION

Sex discrimination is behavior that is so bad that it hurts if it happens only once, and is usually prohibited by legislation.

SEX BIAS

Sex bias is unconscious, well-intended behavior that does not hurt if it only happens once, but does hurt if it falls into a pattern that serves to reinforce stereotypes of either women or men.

THREE GOALS OF GENDER EQUITY

1. Equality

2. Development of the "healthy individual"

3. Trust

TITLE IX, EDUCATION AMENDMENTS OF 1972

Covers:

- **Admissions**
- **Treatment of students**
  - **Financial/employment assistance**
  - **Housing**
  - **Facilities**
  - **Course offerings**
  - **Vocational education**
  - **Counseling and counseling materials**
  - **Health/insurance benefits and services**
  - **Marital or parental status**
  - **Athletics**
  - **Textbooks and curricular materials**
- **Employment of faculty and staff**

TITLE II, EDUCATION AMENDMENTS OF 1976

Complements the basic nondiscrimination requirements of Title IX with mandates for programs designed to overcome sex bias and sex stereotyping, as well as sex discrimination, in vocational education.

AVERAGE ANNUAL SALARIES

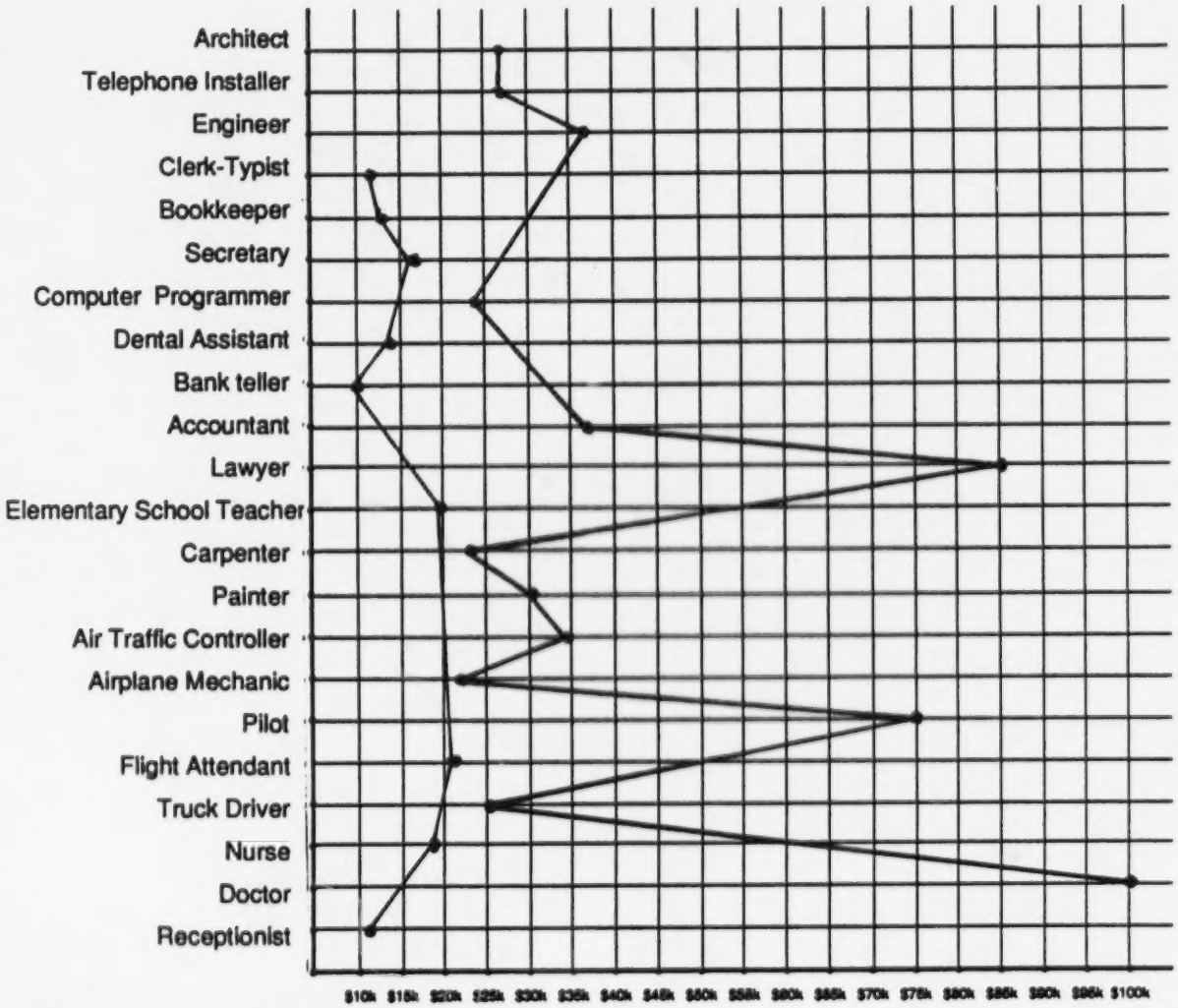
Architect	**$27,000**
Telephone Installer	**$27,000**
Engineer	**$37,000**
Clerk-Typist	**$12,000**
Bookkeeper	**$13,000**
Secretary	**$16,000**
Computer Programmer	**$24,000**
Dental Assistant	**$14,000**
Bank Teller	**$10,000**
Accountant	**$37,000**
Lawyer	**$85,000**
Elementary School Teacher	**$20,000**
Carpenter	**$23,000**
Painter	**$30,000**
Air Traffic Controller	**$34,000**
Airplane Mechanic	**$22,000**
Pilot	**$75,000**
Flight Attendant	**$21,000**
Truck Driver (Long Distance)	**$25,000**
Nurse	**$19,000**
Doctor	**$100,000**
Receptionist	**$11,000**

Salaries based on 1982-83 surveys

Source:

Bingham, Mindy, Edmondson, Judy, & Stryker, Sandy. Choices: A Teen Woman's Journal for Self-awareness and Personal Planning. Santa Barbara, CA: Advocacy Press, 1984.

THE WORKING WORLD



What does the information on this graph tell you?

_____

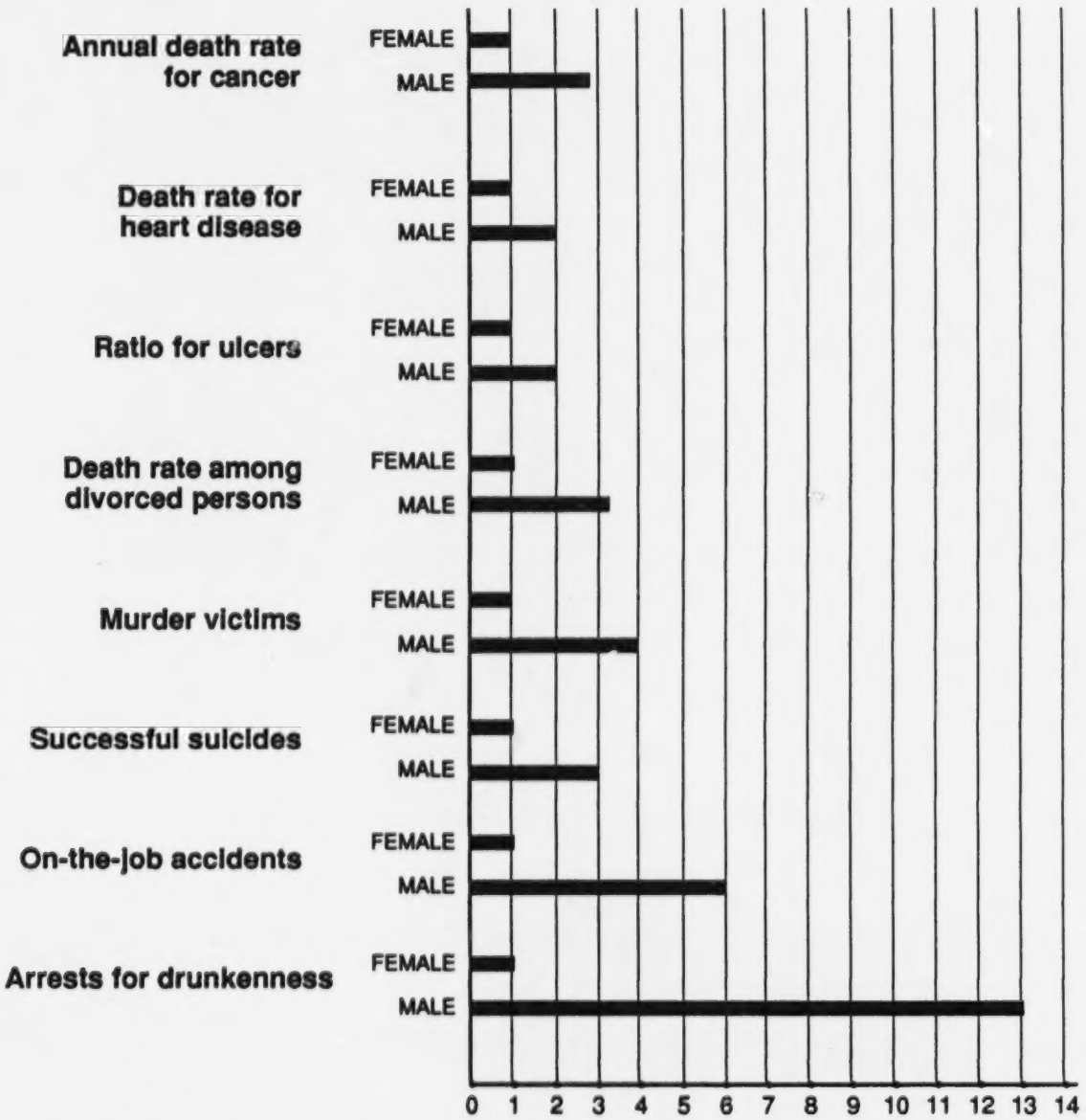
_____

_____

Source:

Bingham, Mindy, Edmondson, Judy, & Stryker, Sandy. Choices: A Teen Woman's Journal for Self-awareness and Personal Planning. Santa Barbara, CA: Advocacy Press, 1984.

THE HAZARDS OF "BEING A MAN"



Source:

Bingham, Mindy, Edmondson, Judy, & Stryker, Sandy. Challenges: A Young Man's Journal for Self-awareness and Personal Planning Santa Barbara, CA: Advocacy Press, 1984.

IMAGES OF MALES AND FEMALES IN ELEMENTARY SCHOOL TEXTBOOKS

1. **Percentages of girls and women in textbooks decreased by grade level.**

2. **Minority women were almost non-existent.**

3. **Social studies textbooks were best with regard to multiculturality and sex fairness.**

4. **Boys controlled the action, demonstrated scientific principles, and made things move in science textbooks, while girls were depicted as observers.**

5. **Girls and women were portrayed as mathematically incompetent in mathematics textbooks.**

6. **Spelling textbooks were misogynist -- e.g., male consonants pushed female vowels out of the picture to form contractions.**

Source:

Weitzman, Lenore, & Rizzo, Diane. Images of Males and Females in Elementary School Textbooks. Davis: University of California, 1975. (Slide-tape presentation)

FORMS OF BIAS IN TEXTS AND INSTRUCTIONAL MATERIALS

1. **INVISIBILITY -- Certain groups (women and minorities) are underrepresented in curricular materials.**

2. **STEREOTYPING -- Traditional and rigid roles or attributes are assigned to a particular group.**

3. **IMBALANCE/SELECTIVITY -- Only one interpretation of an issue, a situation, or a group of people is presented.**

4. **UNREALITY -- Instructional materials present an unrealistic portrayal of our history and our contemporary life experience.**

5. **FRAGMENTATION/ISOLATION -- Issues relating to minorities and/or women are separated from the main body of the text.**

6. **LINGUISTIC BIAS -- Masculine terms and pronouns are used; certain occupations are given masculine labels; terms referring to women and men are non-parallel and/or those referring to men are placed first.**

Source:

Sadker, Myra P., & Sadker, David M. Sex Equity Handbook for Schools. New York: Longman, Inc., 1982.

OPEN-ENDED SENTENCES

1. **Men are. . . .**

2. **Women are. . . .**

3. **Men's jobs are. . . .**

4. **Women's jobs are. . . .**

5. **When it comes to emotions men are. . . .**

6. **When it comes to emotions women are. . . .**

7. **Around men I often act. . . .**

8. **Around women I often act. . . .**

9. **Men annoy me when they. . . .**

10. **Women annoy me when they. . . .**

Source:

Eberhardt, Louise Yolton. Working with Women's Groups: Volume Two. Duluth, MN: Whole Person Press, 1987.

THE WORKING WORLD

"When I grow up, I want to be a _____. "You can usually tell the sex of a person by the way he or she completes that sentence. Why? When you look at the working world today, most occupations are still dominated by one sex or the other. Below is a list of jobs. Read through it and put an F by jobs usually held by women, and an M by those jobs usually held by men.

_____ Architect
_____ Telephone Installer
_____ Engineer
_____ Clerk-Typist
_____ Bookkeeper
_____ Secretary
_____ Computer Programmer
_____ Dental Assistant
_____ Bank Teller
_____ Accountant
_____ Lawyer
_____ Elementary School Teacher
_____ Carpenter
_____ Painter (Construction)
_____ Air Traffic Controller
_____ Airplane Mechanic
_____ Pilot
_____ Flight Attendant
_____ Truck Driver
_____ Nurse
_____ Doctor
_____ Receptionist

Source:

Bingham, Mindy, Edmondson, Judy, and Stryker, Sandy. Choices: A Teen Woman's Journal for Self-awareness and Personal Planning. Santa Barbara, CA: Advocacy Press, 1984.

Training Module IV: SD
Handout 3

Learning to "Be a Man"

Leon's Story

Leon was just two when he fell down the stairs and got a nasty gash in his forehead. The doctor kept urging him to "be a little man" about having the stitches put in. At ten, Leon's coach asked if he was going to let a little stomach ache keep him out of the big game. Three hours after Leon helped his team win the championship, he was rushed to the hospital with a ruptured appendix. When Leon's parents split up -- Leon was in his teens by then -- he didn't say much to anyone. Now in college, he's been staying out all night and his friends think he's drinking. His counselor has tried to talk with him but Leon says he doesn't need help from anybody. He can take care of himself.

The messages you receive every day of your life from parents, coaches, peers, the media, society in general, shape your perception of what it means to be a man. Leon learned his lessons early and well. Unfortunately, a lot of the messages you receive are not in your best interest. Being detached, unemotional, ignoring pain may also leave you unhealthy and unhappy. It's easy to confuse the term "masculine" with "tough" or "cool." But you will live a more satisfying (and possibly longer) life if you learn the difference at an early age.

Study the following statements. Check the ones you honestly believe are true.

_____ 1. The more pain I can take, the more manly I am.
_____ 2. Showing feelings is feminine.
_____ 3. The more alcohol I can hold, the more manly I am.
_____ 4. Only girls depend on others.
_____ 5. A real man doesn't need much sleep.
_____ 6. A man should take care of himself without help.
_____ 7. Winners never quit; quitters never win.
_____ 8. A man shouldn't cry.
_____ 9. Dieting is for girls.

If you have checked three or more of the above statements as true, you may well be on your way to fulfilling a destructive lifestyle. That might seem all right now, but it has its costs in diminished health and happiness and may result in loneliness and loss of love.

> *It is not uncommon to find workaholic middle-aged men, alcoholic, hyperactive, overeaters who are chronically driven. These are the men who tell you they "feel great" one day, and then "suddenly" fall prey to a major illness or even drop dead the next.* -- Herb Goldberg, The New Male

Source:

Bingham, Mindy, Edmondson, Judy, and Stryker, Sandy. Challenges: A Young Man's Journal for Self-awareness and Personal Planning. Santa Barbara, CA: Advocacy Press, 1984.

FORMS OF BIAS IN TEXTS AND INSTRUCTIONAL MATERIALS

1. INVISIBILITY: Certain groups are underrepresented in curricular materials. The significant omission of women and minority groups has become so great as to imply that these groups are of less value, importance, and significance in our society.

2. STEREOTYPING: By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Stereotyping denies students a knowledge of the diversity, complexity, and variation of any group of individuals. Children who see themselves portrayed only in stereotypic ways may internalize those stereotypes and fail to develop their own unique abilities, interests, and full potential.

3. IMBALANCE/SELECTIVITY: Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives which may apply to a particular situation. Through selective presentation of materials, textbooks distort reality and ignore complex and differing viewpoints. As a result, millions of students have been given limited perspective concerning the contributions, struggles, and participation of certain groups in our society.

4. UNREALITY: Textbooks frequently present an unrealistic portrayal of our history and our contemporary life experience. Controversial topics are glossed over and discussions of discrimination and prejudice are avoided. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer the problems that plague our society.

5. FRAGMENTATION/ISOLATION: By separating issues related to minorities and women from the main body of the text, instructional materials imply that these issues are less important than and not a part of the cultural mainstream.

6. LINGUISTIC BIAS: Curricular materials reflect the discriminatory nature of our language. Masculine terms and pronouns, ranging from "our forefathers" to the generic "he," deny the participation of women in our society. Further, occupations such as "mailman" are given masculine labels that deny the legitimacy of women working in these fields. Imbalance of word order and lack of parallel terms that refer to women and men are also forms of linguistic bias.

Source:

Sadker, Myra P., & Sadker, David M. Sex Equity Handbook for Schools. New York: Longman Inc., 1982.

The word on the street is Street Neat.

Now the fabulous Wayfarer is restyled just for the fashion of it. Take a pair to the streets.

Ray-Ban WAYFARER

Circle Number 4 on Reader Service Card

You're a talented architect.
A wonderful partner.
You're great with clients.
But a financial genius,
you're not.
*With apologies to all of you who happen to be financial geniuses.

Buy the copier paper with a good name, and you won't be called any bad ones.

When you buy Hammermill Copier Papers, there's a lot you don't get.

A lot of paper jams. A lot of misfeeds. And as a result, a lot of complaints.

What you do get is copier paper made by the paper company that practically invented copier paper.

Fact is, Hammermill Copier Papers carry the best-known, most-trusted name in business papers. A name that has long been synonymous with quality and value.

And we test our copier papers up to 38 different ways while they're being manufactured, to protect our good name.

All of which means that no matter what your equipment or your budget, you'll get nothing but consistently reliable copier paper.

So see your Yellow Pages (Copying Machines & Supplies) or call toll-free 800-621-5199 (in IL, 800-972-5855) for the name of your local Hammermill supplier.

He has paper that people swear by.

Not at.

HAMMERMILL PAPERS

HAMMERMILL COPIER AND COMPUTER PAPERS. SOMEBODY'S GOT TO BE FIRST.

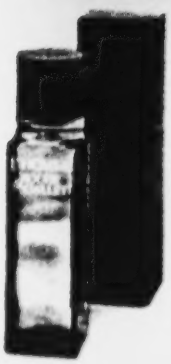
Circle Number 3 on Reader Service Card

38

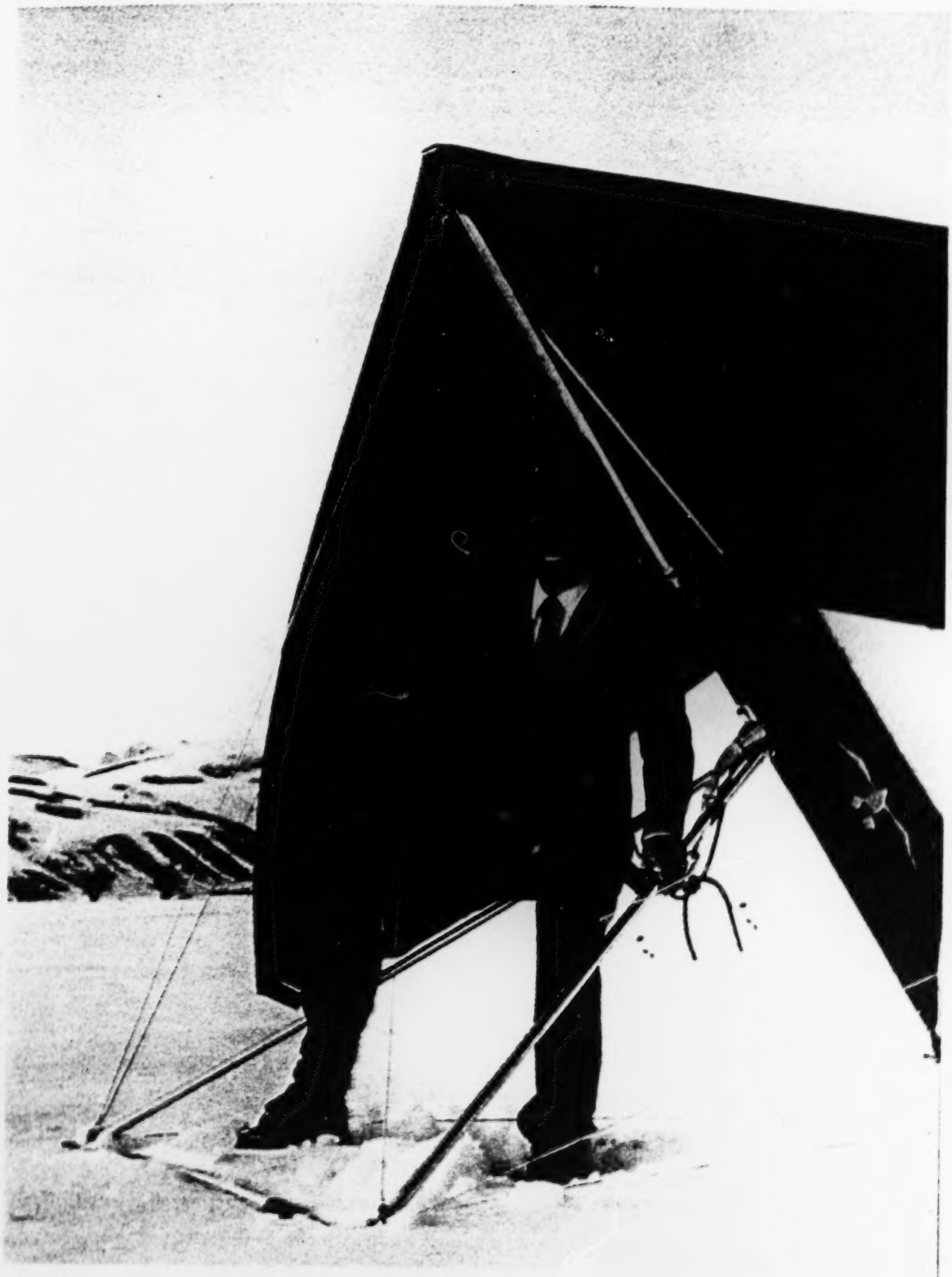
Life's an adventure. Live it!

L'Homme. The Man's Scent.
A crisp, clean fragrance from France worn by men who are driven to do what others only dream of.

Active. Intriguing. Compelling.
The L'Homme Adventure. You can't explain it. You have to live it!



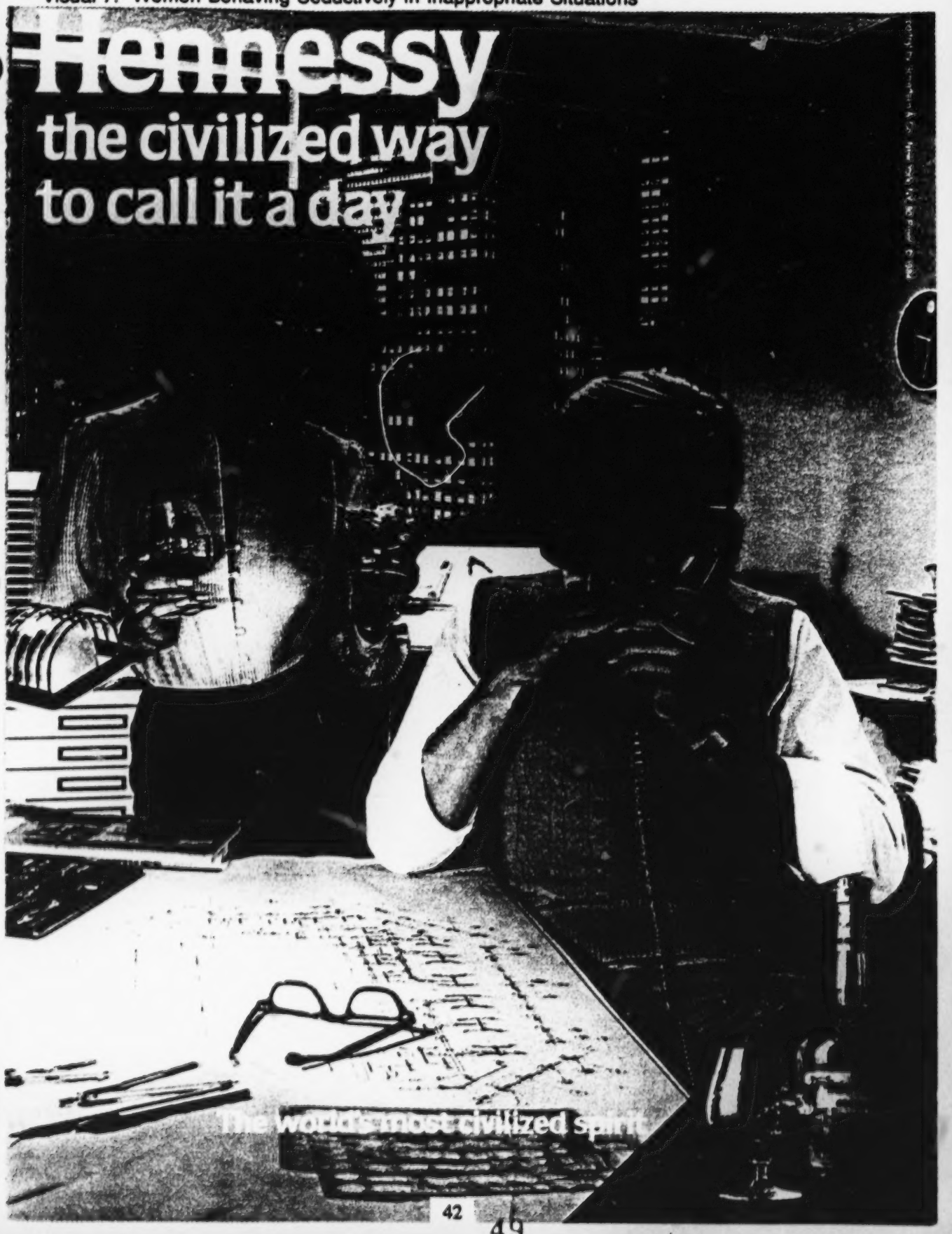
L'HOMME Roger & Gallet

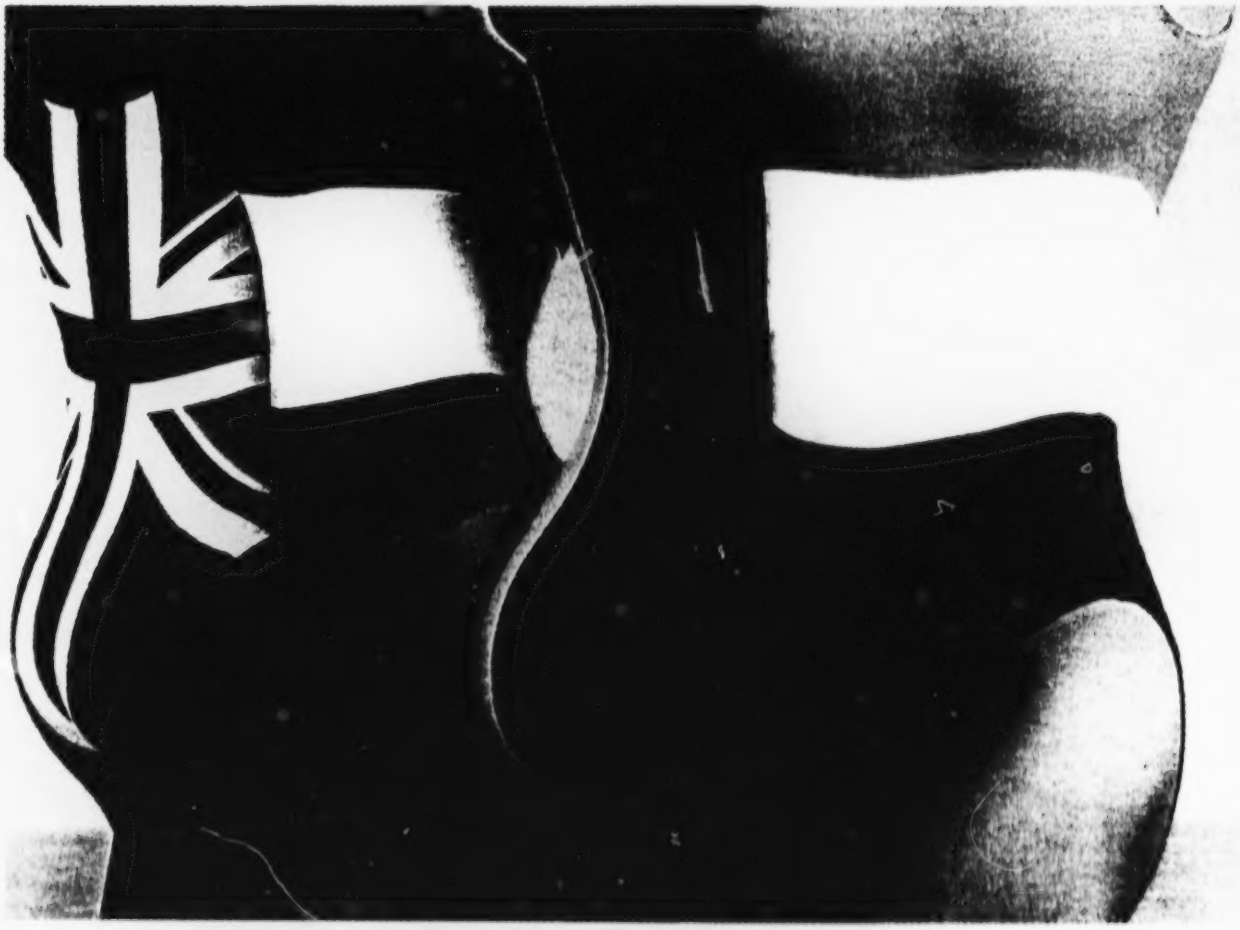


shot on location in jackson hole, wyoming

daniel hechter

ENRICO
COVERI
PARIS - 73, Faubourg St. Honoré
Tel. (1) 42.66.50.39
MILAN - Via Visconti di Modrone, 26
Tel. 02 78.20.98
220
Available at:
LINA LEE, New
GO MARCH


Hennessy
the civilized way
to call it a day...
The world's most civilized spirit



HOW FIBRE TRIM CHANGED THE SHAPE OF EUROPE.

Finally, Jack Warner can stop suffering from Premenstrual Tension.

Premenstrual Tension is not in your head. It's in your body.

Premenstrual Tension is not a gender issue. It is a physical condition.

It begins around the week before your period. The irritability and the building of internal tension. It's a tension that must be released. And here's where the physical can turn into the emotional. When the release of the tension comes in the form of a short remark that you didn't mean aimed at a friend, a co-worker, a child, a husband.

Now, there's help to take the edge off Premenstrual Tension. PREMESYN PMS.™

PREMESYN PMS gets to the physical source of Premenstrual Tension.

During that week or so before your period, your body goes through natural changes. Changes that can be quite stressful. Along with normal hormonal fluctuations that come at this time of the month, body tissues swell causing uncomfortable internal physical pressure. It is this kind of change in the body's chemistry that can be a physical source of your Premenstrual Tension.

PREMESYN PMS is recommended by leading OB/GYNS because of its gentle and effective way of working with a woman's natural body chemistry.

PREMESYN PMS helps calm the irritability and relieve the body aches brought on by Premenstrual Tension.

Finally, you and the people you care about can stop suffering from the strain of Premenstrual Tension.

PREMESYN PMS™
Because it's not in your head. It's in your body.

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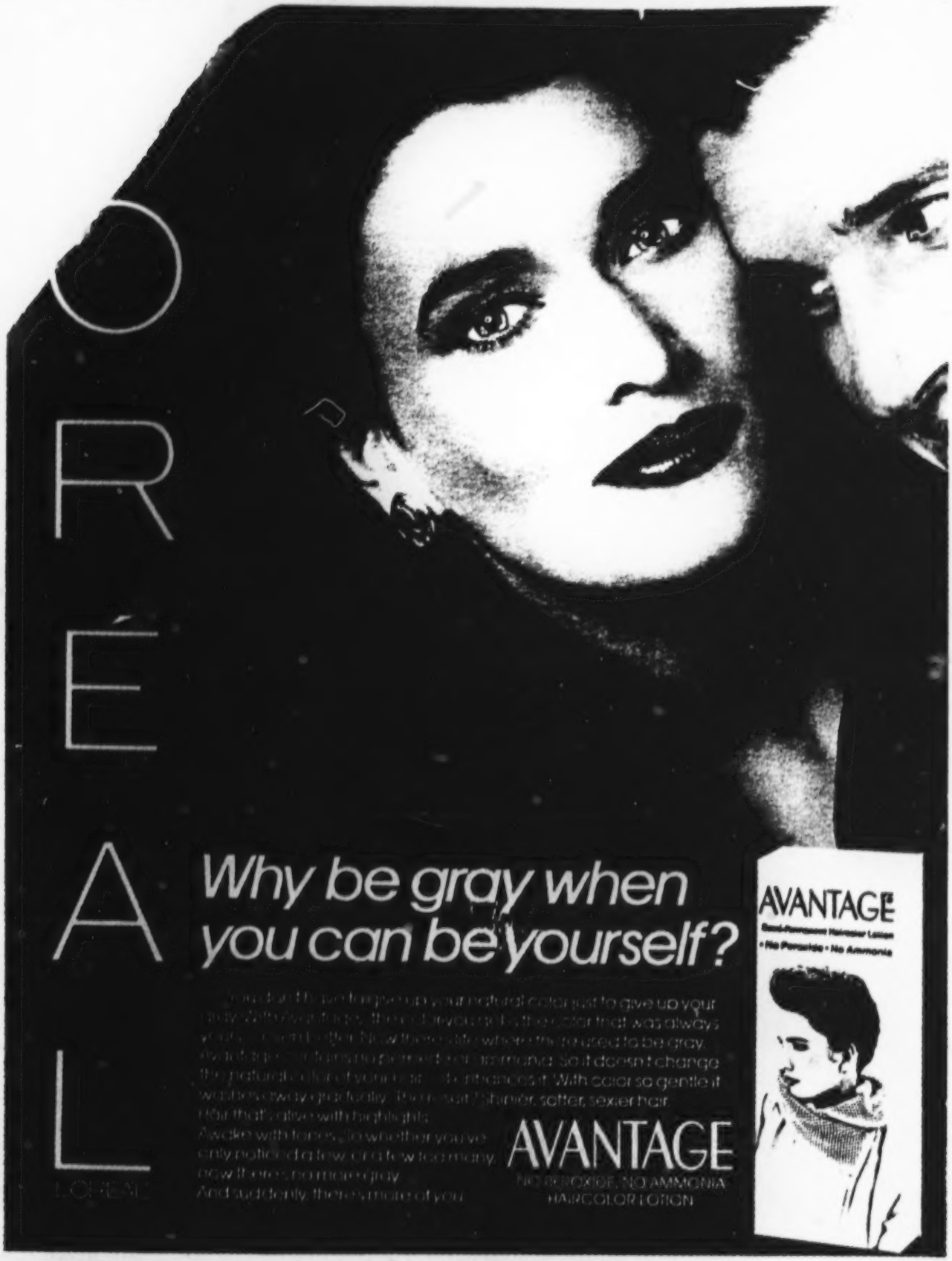
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Training Module IV: SD
Visual 13. Slightly More Subite Phallic Symbolism

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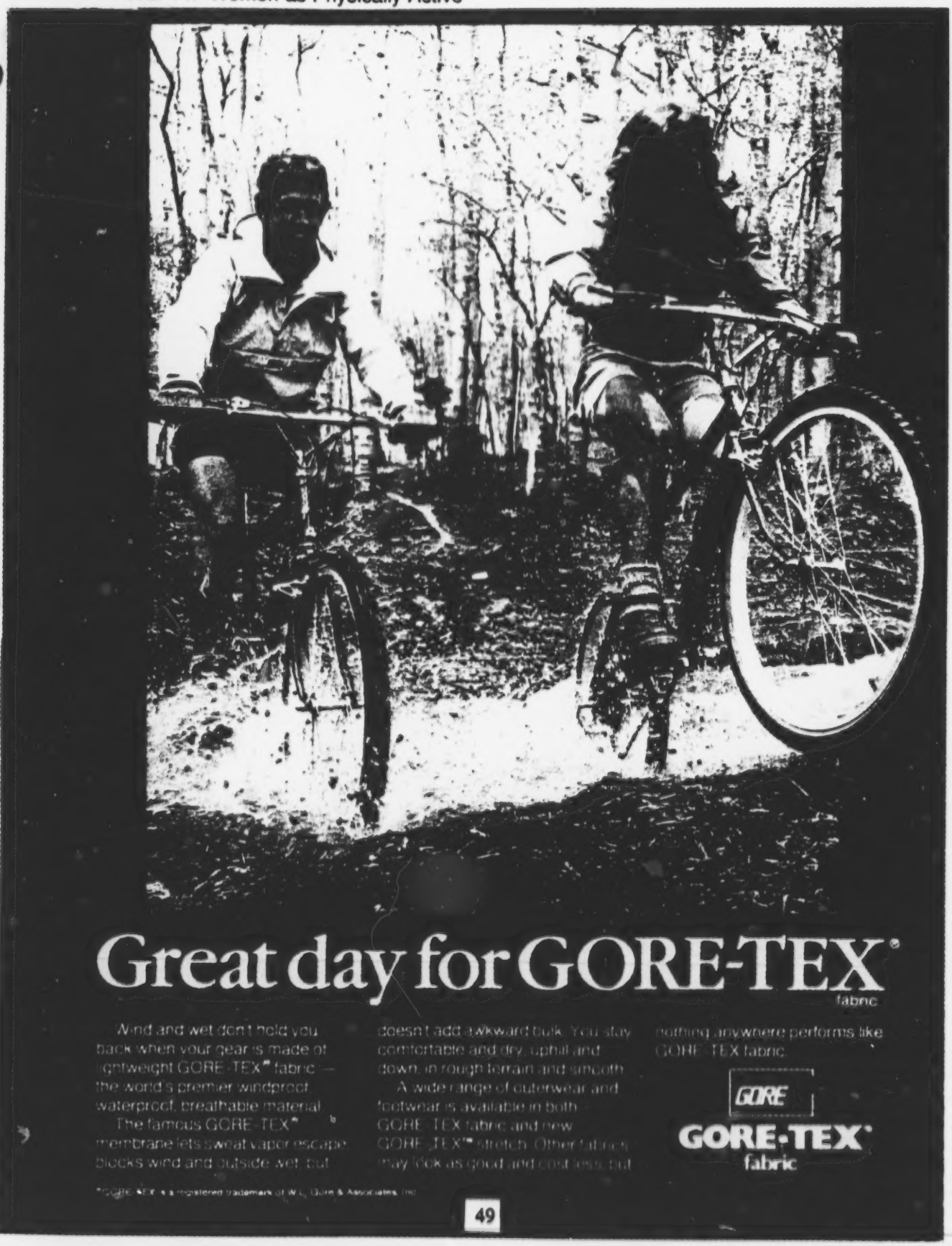
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Training Module IV: SD
Visual 16. Men as Mythological Beings

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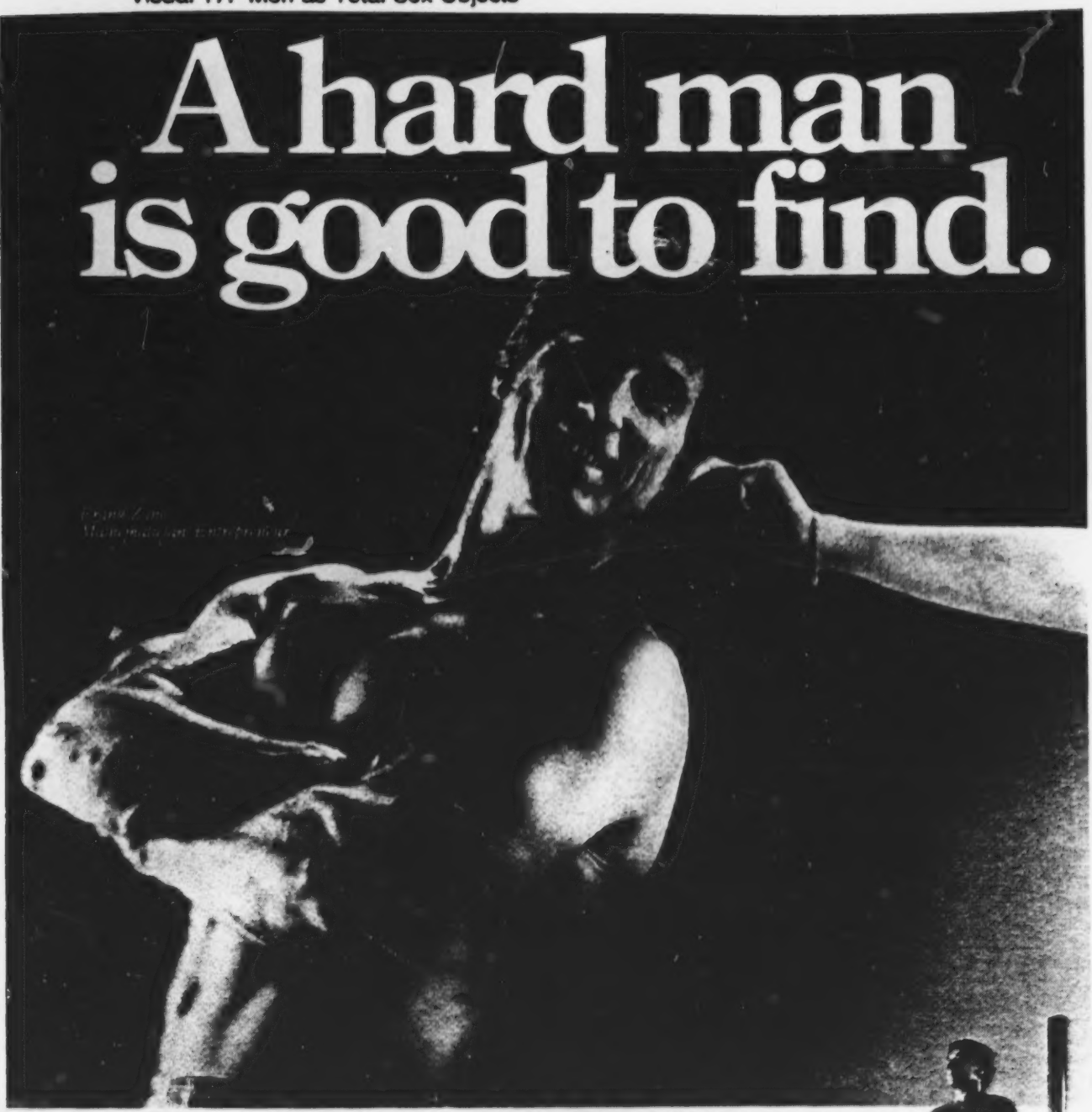
A hard man is good to find.



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Race Desegregation - Gender Equity - National Origin Desegregation

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TECHNICAL ASSISTANCE MODULES

Federal Satutes and Directives Regarding National Origin Students will familiarize participants with the legal aspects of providing services to limited English proficient (LEP) students.

Federal Statutes and Directives Regarding Title IX Compliance will familiarize participants with the legal aspects of sex discrimination under Title IX compliance. pp 48

Civil Rights Compliance: An Update will familiarize participants with the legal intent, the procedural requirements, and the employment practice requirements contained in Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973. pp 65

TRAINING MODULES

I ***First and Second Language Acquisition Processes*** will familiarize participants with the processes a non-English-speaking student goes through as he/she acquires English as a second language. pp 43

II ***Integrating the ESL Student into the Content Area Classroom*** will familiarize participants with classroom management theory and strategies that integrate the ESL student successfully into the content area classroom. pp 46

III ***Recognizing Cultural Differences in the Classroom*** will familiarize participants with cultural elements that some national origin minority populations may bring to the school environment. pp. 45

IV ***Sex Stereotyping and Bias: Their Origin and Effects*** will assist participants in identifying sources and effects of sex stereotyping and bias, in the classroom setting and in society as a whole. pp 52

V ***Modeling Equitable Behavior in the Classroom*** will assist participants in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias. pp 53

VI ***Avoiding Sex Bias in Counseling*** will allow counselors the opportunity to review concepts and strategies that can be used to provide students with sex-fair guidance.

VII ***Equity in Counseling and Advising Students: Keeping Options Open*** will provide participants with cross-cultural counseling practices that can be used when working with culturally diverse populations. pp 45

VIII ***Interpersonal Communications: A Human Relations Practicum*** will provide participants with information on the skills which establish foundations for effective interpersonal communication. pp 65

IX ***It's A Matter of Race: Race Relations in the Desegregated Setting*** will familiarize the participants with key issues regarding interpersonal race relationships in the desegregated setting, and offers suggestions on how to handle these relationships effectively. pp 67

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Training Modules

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II Integrating the ESL Student into the Content Area Classroom
III Recognizing Cultural Differences in the Classroom
IV Sex Stereotyping and Bias: Their Origin and Effects
V Modeling Equitable Behavior in the Classroom
VI Avoiding Sex Bias in Counseling
VII Equity in Counseling and Advising Students: Keeping Options Open
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IX It's a Matter of Race: Race Relations in the Desegregated Setting

•••

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